



Longdendale

H I G H S C H O O L

Subject Overview

A Guide to Year 11
2020-21

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Subject Overview 2020-21 – Year 11

Dear Families,

This guide provides you with an overview of the topics that your child will be studying this year, as well as a brief outline of how your child will be assessed in each subject area.

We place great importance on working in partnership with families to support our learners in achieving their full potential. We therefore hope you find this booklet useful in helping you understand what the learners are working on and in encouraging them to plan their independent study at home effectively.

Yours faithfully.



Miss Sally Ayre
Deputy Headteacher

Year 11 – Edexcel English Language GCSE and Edexcel English Literature GCSE

Term One	Term Two	Term Three
<p>HT1 – English Literature Paper 1</p> <p>Shakespeare: Learners revise Shakespeare's <i>Romeo and Juliet</i> or <i>Macbeth</i>. Skills used include exploration of Shakespeare's language through extract analysis as well as understanding of key themes, characters and ideas in the play as a whole. Learners also explore the historical context in which it was written.</p> <p>Post-1914 Play or Prose: Learners revise either George Orwell's <i>Animal Farm</i> or Willy Russell's <i>Blood Brothers</i>, studying the text as a whole to explore key themes, characters and ideas running through it. They also explore the context in which it was written to further develop their understanding of the writer's choices.</p>	<p>HT1 – English Language Paper 2</p> <p>Non-Fiction Reading: Learners revise how to respond to unseen non-fiction extracts, such as newspaper and magazine articles, speeches and autobiographies. Learners use skills of language and structure analysis as well as evaluation. They practise comparing and contrasting texts to consider how writers' views and intentions differ.</p> <p>Transactional Writing: Learners practise using their writing skills for a range of purposes, target audiences and in a range of formats. This transactional writing mirrors the non-fiction texts learners study. They practise forming and sustaining a convincing writer's voice.</p>	<p>HT1: Revision</p> <p>Learners will complete revision of all components of their English Language and English Literature exam papers.</p> <p>This will be structured to mirror the structure and timing of the GCSE exams.</p>
<p>HT2 – English Literature Paper 2</p> <p>19th Century Novel: Learners revise the 19th Century novel they have studied. They analyse extracts to explore how writers use language to create effect, as well as considering how key themes, characters and ideas are presented in the novel as a whole.</p> <p>Poetry: Learners revise poetry from the Conflict anthology. They study the poems' meanings and their language and structure, as well as their historical context. Learners also compare the effects different poets create and how they do this. They will also study unseen poetry from a variety of writers.</p>	<p>HT2 – English Language Paper 1</p> <p>Unseen 19th Century Fiction: Learners revise how to respond to unseen extracts from 19th Century literature. Skills include reading comprehension, language and structure analysis and evaluation of the writers' works.</p> <p>Imaginative Writing: Learners practise using their writing skills for a range of creative tasks. They work on characterisation, description and narrative structure to develop engaging, authentic and original story-writing.</p>	<p>HT2 – N/A</p>

Assessment and Exams

For each topic taught, learners will sit a mock and a final assessment. These exam papers are based fully on the structure of the English Language and English Literature GCSE exam papers. For these exams, learners will be expected to complete revision independently on top of their classwork. Exams are assessed in line with the Edexcel exam mark schemes and are graded in line with historic grade boundaries.

Autumn 1: Literature: Shakespeare and Post-1914 Literature exams **Autumn 2: Language:** Non-Fiction Reading and Transactional Writing exams

Spring 1: Literature: 19th Century Novel and Poetry exams

Spring 2: Language: Unseen 19th Century Fiction and Imaginative Writing exams

Year 11 – Maths – Higher Tier 2020-2021

Term One	Term Two	Term Three
<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Two Way Tables ➤ Frequency Trees ➤ Venn Diagrams ➤ Probability including Conditional Probability ➤ Sampling ➤ Best Value & Exchange Rates ➤ Interest and Growth ➤ Reverse Percentages ➤ Fractions ➤ Ratio ➤ Proportion ➤ Standard Form ➤ Index Laws ➤ Expand and Simplify ➤ Factorising 	<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Compound Measures ➤ Real Life Graphs ➤ Bearings ➤ Pie Charts ➤ Plans and Elevations ➤ Constructions ➤ Circles ➤ Arcs and Sectors ➤ Circle Theorems ➤ Circle Geometry – Gradients /tangents 	<p>HT1 Revision Revision of all topics covered in years 9 to 11 including past papers.</p> <p>Learners should also be completing independent revision in preparation for final exams.</p>
<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Forming and Solving Equations ➤ Simultaneous Equations ➤ Averages ➤ Averages from a Table ➤ Averages from Grouped Data ➤ Inequalities ➤ Time Series ➤ Straight Line Graphs ➤ Quadratic and Cubic Graphs ➤ Coordinate Geometry ➤ Speed, Distance, Time 	<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Surface Area and Volume ➤ Congruence ➤ Similar Shapes ➤ Vectors ➤ Cumulative Frequency & Box Plots ➤ Histograms ➤ Functions ➤ Further Trigonometry ➤ Gradient and area under graphs ➤ Congruence and geometric proof 	<p>HT2 Revision Revision of all topics covered in years 9 to 11 including past papers.</p> <p>Learners should also be completing independent revision in preparation for final exams.</p>

Assessment and Exams

A baseline retrieval assessment is to be completed in September.
Learners will complete Mock GCSE papers in the Autumn and Winter term.
Year 11 Mock Week – Learners to complete a full set of GCSE papers (1 non-calculator, 2 calculator)

Year 11 – Maths – Foundation Tier 2020-2021

Term One	Term Two	Term Three
<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Two Way Tables ➤ Frequency Trees ➤ Venn Diagrams ➤ Probability ➤ Probability Trees ➤ Best Value ➤ Exchange Rates ➤ Percentage of an Amount ➤ Interest and Growth ➤ Depreciation and Decay ➤ Reverse Percentages ➤ Fractions 	<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Averages ➤ Averages from a Table ➤ Averages from Grouped Data ➤ Inequalities ➤ Time Series ➤ Straight Line Graphs ➤ Quadratic and Cubic Graphs ➤ Coordinate Geometry ➤ Speed, Distance, Time ➤ Compound Measures ➤ Real Life Graphs 	<p>HT1 Revision - Crossover targeted exam questions.</p> <p>Revision of all topics covered in years 9 to 11 including past papers.</p> <p>Learners should also be completing independent revision in preparation for final exams.</p>
<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Ratio ➤ Transformations ➤ Standard Form ➤ Index Laws ➤ Expand and Simplify ➤ Factorising ➤ Solving equations ➤ Subject of ➤ Forming and Solving Equations ➤ Simultaneous Equations 	<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Pie Charts ➤ Plans and Elevations ➤ Constructions ➤ Circles ➤ Arcs and Sectors ➤ Surface Area and Volume ➤ Congruence ➤ Similar Shapes ➤ Vectors 	<p>HT2 Revision</p> <p>Revision of all topics covered in years 9 to 11 including past papers.</p> <p>Learners should also be completing independent revision in preparation for final exams.</p>
<p>Assessment and Exams</p>		
<p>A baseline retrieval assessment is to be completed in September. Learners will complete Mock GCSE papers in the Autumn and Winter term. Year 11 Mock Week – Learners to complete a full set of GCSE papers (1 non-calculator, 2 calculator)</p>		

Year 11 – Triple Science

Term One	Term Two	Term Three
<p>HT1: Chemistry Topic 5 energy changes Learners will use a range of investigative techniques to understand the interaction of particles often involves transfers of energy due to the breaking and formation of bonds.</p> <p>Physics Topic 5 forces Learners will use a range of investigative techniques to understand that engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes.</p> <p>Biology Topic 5 homeostasis and response Learners will use a range of investigative techniques to understand that cells in the body can only survive within narrow physical and chemical limits.</p> <p>Biology Topic 6 inheritance, variation and evolution Learners will use a range of investigative techniques to discover how the number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring.</p>	<p>HT1: Chemistry Topic 7 organic chemistry Learners will use a range of investigative techniques to understand the chemistry of carbon compounds is so important that it forms a separate branch of chemistry.</p> <p>Physics Topic 7 magnetism and electromagnetism Learners will use a range of investigative techniques to understand that electromagnetic effects are used in a wide variety of devices.</p>	<p>HT1 Revision</p>
<p>HT2: Chemistry Topic 6 the rate and extent of chemical change Learners will use a range of investigative techniques to understand chemical reactions can occur at vastly different rates.</p> <p>Physics Topic 6 waves Learners will use a range of investigative techniques to understand waves carry energy from one place to another and can also carry information.</p> <p>Biology Topic 7 ecology Learners will use a range of investigative techniques to understand all species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic.</p>	<p>HT2: Chemistry Topic 8 chemical analysis quantitative chemistry Learners will use a range of investigative techniques to understand analysts have developed a range of qualitative tests to detect specific chemicals.</p> <p>Physics Topic 8 space physics Learners will understand the scale and structure of the universe, its evolution and ours.</p> <p>Chemistry Topic 9 chemistry of the atmosphere Learners will use a range of investigative techniques to understand the Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles.</p> <p>Chemistry Topic 10 using resources Learners will use a range of investigative techniques to understand industries use the Earth's natural resources to manufacture useful products.</p>	<p>HT2 Revision</p>

Assessment and Exams

Formal assessment – students will complete an end of topic assessment for each exam paper.

Year 11 – Combined Science

Term One	Term Two	Term Three
<p>HT1: Chemistry Topic 5 energy changes Learners will use a range of investigative techniques to understand the interaction of particles often involves transfers of energy due to the breaking and formation of bonds.</p> <p>Physics Topic 5 forces Learners will use a range of investigative techniques to understand that engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes.</p> <p>Biology Topic 5 homeostasis and response Learners will use a range of investigative techniques to understand that cells in the body can only survive within narrow physical and chemical limits.</p> <p>Biology Topic 6 inheritance, variation and evolution Learners will use a range of investigative techniques to discover how the number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring.</p>	<p>HT1: Chemistry Topic 7 organic chemistry Learners will use a range of investigative techniques to understand the chemistry of carbon compounds is so important that it forms a separate branch of chemistry.</p> <p>Physics Topic 7 magnetism and electromagnetism Learners will use a range of investigative techniques to understand that electromagnetic effects are used in a wide variety of devices.</p>	<p>HT1 Revision</p>
<p>HT2: Chemistry Topic 6 the rate and extent of chemical change Learners will use a range of investigative techniques to understand chemical reactions can occur at vastly different rates.</p> <p>Physics Topic 6 waves Learners will use a range of investigative techniques to understand waves carry energy from one place to another and can also carry information.</p> <p>Biology Topic 7 ecology Learners will use a range of investigative techniques to understand all species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic.</p>	<p>HT2: Chemistry Topic 8 chemical analysis quantitative chemistry Learners will use a range of investigative techniques to understand analysts have developed a range of qualitative tests to detect specific chemicals.</p> <p>Chemistry Topic 9 chemistry of the atmosphere Learners will use a range of investigative techniques to understand the Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles.</p> <p>Chemistry Topic 10 using resources Learners will use a range of investigative techniques to understand industries use the Earth's natural resources to manufacture useful products.</p>	<p>HT2 Revision</p>
<p>Assessment and Exams</p>		
<p>Formal assessment – students will complete an end of topic assessment for each exam paper.</p>		

Year 11 – MFL French		
Term One	Term Two	Term Three
<p>HT1 French: Accès/ Studio 1 Module 2 Mon Collège Au college- Theme 3 Review the language and grammar in the accès units 4&5 – dans mon sac/ ma salle de classe. Learners will use this opportunity to consolidate the present tense. Learners will review vocabulary for school subjects. They will Give positive and negative opinions about their school subjects and teachers and provide detailed justifications for their opinions. Learners will revise how to tell the time in the target language and be able to use this to discuss their own timetables. Learners will be able to describe what they do during break times. Learners will be encouraged to use three time frames.</p>	<p>HT1 French: Studio 3 Module 3 A l'horizon Bon travail- Theme 3 Learners will consider what they wish to do in the future, looking at a range of different employment options using the future tense. Learners will discuss the merits of learning a language and consider the implications for future opportunities, using 'on peut' to describe what you can do. Learners will practice using a range of regular verbs to discuss what is involved in a working day. Learners will understand where to use masculine and feminine nouns to state their own ambitions.</p>	<p>HT1 French: Studio AQA GCSE French Revision: Themes 1-3 Learners will Review a range of topics relating to free time, such as TV, film, music, festivals, applications and technology and inspirational celebrities or role models. Learners will describe themselves and their families in detail. Learners will know how to discuss technology and social media and extend their responses to be able to refer to other people. Learners will be expected to offer a wide range of contrasting opinions on the topics of holidays and Town and local area. Learners will know how to discuss the world of work, technology and social media and extend their responses.</p>
<p>HT2 French: Studio AQA GCSE French Module 6: Au collège- Theme 3 Studio 3 (rouge) Bien dans sa peau Learners will continue with the topic of school. They will give very detailed opinions on school subjects and facilities and compare British schools to schools in France. Learners will discuss mealtimes in school and comment on healthy and unhealthy eating habits and healthy lifestyles. Learners will practice using the 'near' future tense to discuss resolutions and make plans to get fit and apply two tenses in order to compare different levels of fitness. Learners will be able to talk about the extra-curricular activities they do and talk about their successes in school using the past, present and future tenses.</p>	<p>HT2 French: Studio AQA GCSE French Module 7: Bon Travail- Theme 3 Learners will build on their study from the previous half term. They will use the conditional tense to discuss their work preferences. Learners will discuss their plans, hopes and wishes and understand how to apply the simple future (I will/shall). Learners will talk about ways in which they can earn money now and use three tenses, past, present and future to talk about work in general. Learners will specifically discuss 'work experience' and use both perfect and imperfect tenses to illustrate what experience they have in the past.</p>	<p>HT2</p>
Assessment and Exams		
<p>Term 1: HT1: Listening assessment – Au collège Term 2: HT1: Translation assessment – A L'horizon Term 3: HT1: Writing assessment – Themes 1-3</p>	<p>HT 2: Reading assessment – Bien dans sa peau/ au collège HT 2: Speaking assessment – Bon travail</p>	

Year 11 – MFL Spanish		
Term One	Term Two	Term Three
<p>HT1 Spanish: ¡Viva! 1 Módulo 3 Mi insti – My school ¡Viva! 3: Módulo 3 En forma – Get in to shape Learners will be introduced to the vocabulary for school subjects, which will lead to a discussion on the gender of nouns in Spanish. They will revise the skill of conjugating verbs in the present tense. Learners will develop their opinions with the use of connectives and justifications. Learners will discuss their lifestyles and decide whether they are healthy. They will discuss mealtimes and how regularly they eat. They will also use negatives to say what they do not eat. Learners will be able to talk about sports and activities they do and communicate their preferences. They will use reflexive verbs to discuss their routines.</p>	<p>HT1 Spanish: ¡Viva! 3: Módulo 2 ¡Oriéntate!- Direct yourself Learners will discuss different types of jobs and discuss the world of work. They will give their opinions about jobs and justify their opinions with reasons. Learners will use the conditional tenses to discuss ideal jobs and say why they would be suited to doing particular jobs. Learners will use the preterite tense to describe what they did yesterday and contrast with the present tense to describe a typical day in work.</p>	<p>HT1 Spanish: Viva AQA GCSE French Revision: Themes 1-3 Learners will Review a range of topics relating to free time, such as TV, film, music, festivals, applications and technology and inspirational celebrities or role models. Learners will describe themselves and their families in detail. Learners will know how to discuss technology and social media and extend their responses to be able to refer to other people. Learners will be expected to offer a wide range of contrasting opinions on the topics of holidays and Town and local area. Learners will know how to discuss the world of work, technology and social media and extend their responses.</p>
<p>HT2 Spanish: Viva AQA GCSE Spanish Module 2: Mi vida en el insti Learners will review school subjects and time tables. They will give detailed opinions on school subjects and facilities and compare British schools to schools in Spain. Learners will discuss healthy and unhealthy eating habits. Learners will be able to talk about the extra-curricular activities they do and talk about their successes in school using the past, present and future tenses. Learners will continue to build their knowledge of descriptive vocabulary and demonstrate greater confidence in using complex language.</p>	<p>HT2 Spanish: Viva AQA GCSE Spanish Module 7: A currar! They will use the conditional tense to discuss their work preferences. Learners will talk about ways in which they can earn money using 'soler' in the imperfect. Learners will specifically discuss 'work experience' and use both perfect and imperfect tenses to illustrate what experience they have in the past. Learners will discuss the importance of language learning. Learners will discuss their for future plans and use the subjunctive with 'cuando'</p>	<p>HT2</p>
Assessment and Exams		
<p>Term 1: HT1: Listening assessment – En forma Term 2: HT1: Translation assessment – ¡Oriéntate! Term 3: HT1: Writing assessment - Theme 1-3</p>	<p>HT 2: Reading assessment – Mi vida en el insti HT 2: Speaking assessment – A currar!</p>	

**Year 11 – Geography
Exam board – OCR-B**

Term One	Term Two	Term Three
<p>HT1 GCSE Topic 1: Global Weather Hazards Learners will study the global circulation system and the impacts on weather around the world. They will study weather extremes, such as high and low temperatures and analyse patterns in their global distribution. Learners will then investigate the causes and frequency of tropical storms. Furthermore, they will investigate El Nino and El Lina. Case studies: i) Tropical storm: Typhoon Haiyan, 2013 ii) Heat wave: UK Heatwave, 2018 Case study includes an analysis of causes, consequences of and responses to the extreme weather events.</p>	<p>HT1 GCSE Paper 3: Geographical Skills Learners will prepare for the synoptic third exam paper that they will undertake in their final exams. Learners will extend their map skills and engage with challenging forms of data presentation. Learners will analyse a variety of data sources to answer a range of short answer questions culminating in a short essay. In this essay, learners have to make a decision and justify their choice.</p>	<p>HT1 Case study revision In the final lessons leading up to their GCSE examinations, learners will complete a case study review of all their Human and Physical Geography case studies. Learners will complete practice questions and revise content from previous topics.</p>
<p>HT2 GCSE Topic 2: Climate Change Learners will investigate patterns of climate change and past and recent evidence for it. They investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect. Subsequently, learners explore a range of social, economic and environmental impacts of climate change within the UK and worldwide.</p>	<p>HT2 Revision Learners will complete practice questions and revise content from previous topics. The focus will be on unseen fieldwork and topics covered during the lockdown period.</p>	

Assessment and Exams

The classwork and home learning of learners will be regularly assessed to check the level of understanding and use of geographical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended geographical writing. Formal exams will be held with learners at appropriate points in the academic year to build exam success.

Year 11 – History
Exam board – EDEXCEL GCSE History 9-1

Term One	Term Two	Term Three
<p>HT1 <u>GCSE Cold War 1941-1991</u> Ideology and origins of the Cold War Learners will investigate the situation in Europe after the Second World War and how rivalry of the Cold War first began. Significant events 1941-1958 Learners will study the key events of the early stages of the Cold War – Berlin, NATO and the Hungarian Uprising.</p>	<p>HT1 <u>GCSE Cold War 1941-1991</u> The end of the Cold War 1970-1991 Learners will investigate the significant events in the later part of the Cold War including the fall of the Berlin Wall. Why did the Cold War end?</p>	<p>HT1 Revision, exam practice and support for pupil progress.</p>
<p>HT2 <u>GCSE Cold War 1941-1991</u> Increased tension between East and West 1958-1970 Learners will investigate the reasons for the further growth in tension as the Cold War continues. Significant events 1958-1970 Learners will study the key events of this stage of the Cold War – Berlin (again), Cuba and Czechoslovakia.</p>	<p>HT2 <u>Relearning, exam practice and additional support</u> The curriculum in this half term is designed to support all learners in further ensuring all gaps in knowledge and lost learning is covered in a planned way. Exam practice will ensure all learners are fully prepared for their final exams.</p>	<p>HT2 Revision, exam practice and support for pupil progress.</p>

Assessment and Exams

The classwork and homework of learners will be regularly assessed to check the level of understanding and use of historical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended historical writing. Formal exams will be held with learners at appropriate points in the academic year to build exam success.

Year 11 – Art

Term One	Term Two	Term Three
<p>HT1 Learners will have a choice to study one of the following themes: Messages, Textures or Fantasy.</p> <p>Learners will gather source materials to create a visual mood board, a mind map and the works of three chosen artists. Learners will produce artist's studies and take primary photographs linking to and inspired by their selected artist.</p>	<p>HT3 Learners will be given the exam booklet with a selection of questions. Learners will research the question titles and select one to base their project around (Component 2) - set by the exam board.</p> <p>A bank of images, including the work of artists will be made available to use as starting points. The preparation period will begin: during this time learners will work independently to develop sketchbook work and use a range of processes in 2 and or 3 dimensions.</p>	<p>HT5 Learners will use the first two weeks of term three to complete any incomplete or missing pieces from their coursework ready for final assessment by staff and for moderation by the exam board.</p> <p>During this term, leading up to the mid-term break, the exam question response will be marked by staff and cross marked by staff from local art departments ready for exam board moderation.</p> <p>For the rest of the term art lessons will become revision lessons. Learners will need to arrive with revision resources.</p>
<p>HT2 Learners will have flexibility with the media used dependent upon their artist selected. A range of media and processes are to be used to develop ideas. Pencil, charcoal, fine-liner pen, pastels and painting techniques will be introduced.</p> <p>A personal response will be developed following sketchbook work and experimentation to conclude their project.</p>	<p>HT4 Learners will continue with their preparation for the exam and it is also to be continued at home but brought in each lesson for staff guidance and areas for review and improvements to be given.</p> <p>Learners will prepare two or three final outcome ideas showing clearly their thought processes and include annotations to support their final idea.</p> <p>During the exam, which has an allocation of 10 hours, learners will produce a personal response to the question set in this time period. Learners will not be able to add or amend this piece outside of the allocated 10 hours. The 10 hours will take place over two consecutive days late April/early May.</p> <p>Learners will be well prepared and equipped for this as they will follow the same structure they have completed all their other projects.</p>	

Assessment and Exams

On-going progress is recorded based on sketchbook work and other supportive drawings, designs and models. Learners have four lessons of art a fortnight. They are formally assessed according to the exam board assessment objectives: 'Developing Ideas', 'Using resources media and materials', 'Recording Ideas and observations' and 'Making a personal Response'.

Formative assessment is given in every lesson. All Schemes will be delivered following the GCSE structure including all four assessment objectives.

Term Three is dedicated to the externally set task (this is worth 40% of the marks for the course, component two). The 10 hour (over two days) exam will be completed April/May.

All Coursework/port-folio/sketchbooks (component 1) are marked throughout the course and finally holistically at moderation (60% allocation).

Exam project (component 2) is marked by Art Staff and presented for moderation by the exam board (40% allocation).

Year 11 Business		
Term One	Term Two	Term Three
<p>HT1: Unit 2.5 Learners will focus on the topic of Internal and external growth with a focus on Key terms of organic and inorganic growth. They will look at the advantages and disadvantages of both and will decide in context which is most in appropriate strategy. They will move onto the reasons why a business aims and objectives might change and finish the term revising the topic of globalisation and international trade that was studied during school closure</p>	<p>HT1 HT1:Unit 1.3 This half term will start with a maths focus by putting a business idea into practice. Learners will practise their maths skills and work out revenues/costs and profit, cash flow and breakeven They will Learners will also look at the long term sources of finance available to larger organisations like PLCs such as raising share capital.</p>	<p>HT1 Revision: Can't be decided until testing of concepts throughout the year have been agreed.</p>
<p>HT2: Unit 2.3 Using some maths based knowledge gained in HT1 learners will work out:</p> <ul style="list-style-type: none"> • Gross and net profit • Profit margins • Interpretation data • Limitations of data <p>Throughout this half term they will also look at</p> <ul style="list-style-type: none"> • Managing Stock • Managing Quality • Business Operations including the sales process and the importance of strong supplier relationships and how important the correct procurement process is. 	<p>HT2: Unit 1.5 Learners will look at the external influences of business and the importance small business is to the economy. They will study the business cycle and learn about what happens to consumer confidence and demand during each stage. They will know the pros and cons of times of high and low unemployment and the same with inflation. They will also recap the laws business needs to abide by.</p>	
Assessment and Exams		
<p>Theme 1: Enterprise and entrepreneurship, spotting a business opportunity, putting business ideas in to practice, making the business effective and understanding external influences on business. Theme 2: Growing the business, making marketing decisions, making operational decisions, making financial decisions and making human resource decisions.</p>		

Year 11 - Cambridge National IT		
Term One	Term Two	Term Three
<p>HT1</p> <p>Learners will complete their non-examined assessment (NEA) this half term ensuring they meet the needs of the brief and are creating a solution required.</p>	<p>HT1</p> <p>Learners will revise databases, data types, data collection and legislation.</p>	<p>HT1</p> <p>Learners will revise computer security, hardware types, planning tools, project life cycle, documentation, collecting data and processing data.</p>
<p>HT2</p> <p>Learners will complete their non-examined assessment (NEA) this half term ensuring they complete the set assignment to the best of their ability and create the documentation required.</p>	<p>HT2</p> <p>Learners will recap and revise the project lifecycle, SMART targets and planning tools.</p>	
Assessment and Exams		
<p>NEA deadline = January 2020 Mock exam papers</p>		

Year 11 Computer Science		
Term One	Term Two	Term Three
<p>HT1</p> <p>Learners will ensure their non-examined assessment (NEA) is completed and they will begin revising paper 1, covering concepts they may find difficult or to plug any gaps in knowledge.</p>	<p>HT1</p> <p>Learners will complete revision of both paper 1 and paper 2. Ensuring they are practising exam technique, covering any gaps in knowledge and gaining confidence in maximising their marks.</p>	<p>HT1</p> <p>Learners will complete revision of both paper 1 and paper 2. Ensuring they are practising exam technique, covering any gaps in knowledge and gaining confidence in maximising their marks.</p>
<p>HT2</p> <p>Learners will use this half term for revising paper 2, covering concepts they may find difficult or to plug any gaps in knowledge.</p>	<p>HT2</p> <p>Learners will complete revision of both paper 1 and paper 2. Ensuring they are practising exam technique, covering any gaps in knowledge and gaining confidence in maximising their marks.</p>	
Assessment and Exams		
<ul style="list-style-type: none"> • Non examined assessment (NEA) • Paper 1 - Computational thinking, problem solving, code tracing and applied computing • Paper 2 – Data representation, computer systems, hardware, software, networks, cyber security. This paper also includes the legal, ethical and environmental impact of digital technology 		

Year 11 BTEC Dance

Term One	Term Two	Term Three
<p>HT1 Component 2: Developing Skills and Techniques in the Performing Arts (Dance)</p> <p>Teacher assessed Grades have been inputted, however learners will still be ramping work such as log books and evaluations.</p> <p>Component 1 Exploring the Performing Arts Learners will examine professional practitioners' performance work and explore the interrelationships between constituent features of existing performance material. They will complete and improve the three dance works studied in year 10 and then evaluate and compare and analyse the works.</p>	<p>HT1 Component 3: Performing to a brief This is the externally marked component. Learners will split into groups of 3-7 and using the brief set by the exam board create a 7-10 minute dance performance exploring that theme. They will explore solos, duo, trio and whole group relationships if possible. They will choreograph in dance styles that most reflect their strongest technical ability. They will keep an ongoing log of progress and areas of development and rehearse, improve and perfect this dance in preparation for final filmed assessment and dance production performance.</p>	<p>HT1 Component 3: Completion and submission.</p>
<p>HT2 Component 3: Performing to a brief Learners will develop choreographic skills as a solo, duo, trio and group piece in preparation for the component 3 released brief in January 2020.</p> <p>Component 1 Exploring the Performing Arts Learners will examine professional practitioners' performance work and explore the interrelationships between constituent features of existing performance material. They will complete and improve the three dance works studied in year 10 and then evaluate and compare and analyse the works.</p>	<p>HT2 Component : Performing to a brief Learners will complete an ideas log, skills log and evaluation log under exam and controlled conditions. They will explain their choreography process and how the final performance meets the criteria of the brief. They will discuss strengths and weaknesses and areas for improvement.</p> <p>Learners will perform the completed component 3 dance performance piece in the wholes school dance production and complete a filmed performance of this piece under controlled conditions.</p>	

Assessment and Exams

Autumn Term
 Year 11 mock exam week Component 3 assessment
 End Feb – Component 3 progress assessment
 Year 11 mock exam week Component 3 assessment
 Lesson by lesson Internal self and peer assessment and ongoing review/ logbook
 Standard verification and comp ½ coursework submission Feb onwards.
 1st Week in April – Dance production- filmed live performance solo/ duo/ choreography.
 Component 3 submission may 2021 TBC Covid adapted

Year 11 – Design And Technology

Term One	Term Two	Term Three
<p>HT1 & HT2</p> <p>GCSE Non Examined Assessment (NEA) The learners will be introduced to the GCSE NEA. The brief for this assessment will be set by the exam board.</p> <p>Research</p> <ul style="list-style-type: none"> • Task analysis • Consumer profile • Anthropometric data • Product analysis • Design criteria <p>Design Development</p> <ul style="list-style-type: none"> • Initial design ideas • Development of ideas • Card modelling <p>In this term learners will also develop their exam technique and revise theory elements of the GCSE.</p>	<p>HT1 & HT2</p> <p>GCSE Non Examined Assessment (NEA)</p> <p>Design Development</p> <ul style="list-style-type: none"> • Detailed design development. • Production planning. <p>Manufacture</p> <ul style="list-style-type: none"> • Learners will need to produce a high quality functional outcome. <p>In this term learners will also develop their exam technique and revise theory elements of the GCSE.</p>	<p>HT1 & HT2</p> <p>Revision</p> <p>A personalised revision programme will be delivered to ensure learners are prepared for their exam.</p>

Assessment and Exams

On-going assessment of the non-examined assessment (NEA).
 On-going assessment of exam performance.
 GCSE mock exam
NEA submission – 23rd March 2020
Formal written exam – June/July 2020

Year 11 – Drama

Term One	Term Two	Term Three
<p>HT1 Portfolio of evidence and final performance C1 Exploration of Hard To Swallow Learners have to perform their C1 performance due to closure after half-term.</p> <p>Learners explore each of the scenes from the set-text Hard To Swallow. They understand the context of the play, staging, set-design, social class, characterisation.</p> <p>Reading opportunities: Brecht on Theatre, Artaud Theatre of Cruelty, Frantic Assembly Devising, Hard To Swallow – Mark Wheeler.</p> <p>Written skills Learners understand how to analyse costume, staging, lighting design and acting skills creatively through exploration of their practical skills.</p>	<p>HT2 Scripted Performance C2 This year learners can perform monologue if they wish too. Mock Exam Learners work in groups of 2, 3 or 4 and complete the rehearsals for their performance of the scripted performance. They must stage one extract from the same play. They must carefully edit the script and attendance at an additional after school rehearsal each week.</p> <p>Learners complete a mock exam of C3 as part of mock exam week.</p> <p>Reading opportunities: Romeo and Juliet, Midsummer Night's Dream, Macbeth. Five Kinds of Silence, Girls Like That, Vinegar Tom, The Unseen, Things I Know To Be True, Sweeney Todd, Find Me, The Zoo Story, Girls and Dolls, Mermaid.</p>	<p>HT1 Revision for Hard To Swallow and Live Review for C3 Final Exam.</p> <p>Learners complete revision for the final exam in May. This includes practice exams and RAMP. They revise key scenes and complete final mocks before the actual examination.</p> <p>Reading and writing opportunities: Lines of the script must be written and learnt.</p>
<p>HT2 Portfolio of evidence Exploration of Hard To Swallow Learners complete their evaluation. They also refine their 3 part portfolio on ideas development, practitioner/genre and refinements and amendments.</p> <p>Learners explore each of the scenes from the set-text Hard To Swallow. They understand the context of the play, staging, set-design, social class, characterisation.</p> <p>Reading opportunities: Brecht on Theatre, Artaud Theatre of Cruelty, Frantic Assembly Devising, Hard To Swallow – Mark Wheeler.</p> <p>Written skills Learners complete practice mock exams after exploration of a few scenes.</p>	<p>HT2 Scripted Performance C2 Learners perform their scripted pieces end of February.</p> <p>Exploration of Hard To Swallow completed.</p> <p>Learners complete exploring each of the scenes from the set-text Hard To Swallow. They understand the context of the play, staging, set-design, social class, characterisation.</p> <p>Reading opportunities: Hard To Swallow by Mark Wheeler.</p>	

Assessment and Exams

Assessment follows the units explored.
 Learners have a mock live review and a full mock of C3 exam at mock exam week.
 Scripted real exam is in Feb.
 Final written exam third week in May.

Year 11 – Food and Nutrition		
Term One	Term Two	Term Three
<p>HT1 & HT2</p> <p>Non Examined Assessment 2 (NEA 2) NEA 2 is started at the end of the Autumn term and carries on in to the spring term. The design brief is set by the exam board in November and changes each academic year. NEA 2 consists of research, practice dishes, evaluation and a final cook which will be a range of suitable dishes which have been developed from the practice dishes.</p>	<p>HT1 & HT2</p> <p>Once learners have completed NEA 2 in January (for this year the requirement for NEA1 has been removed by Ofqual), learners will focus on the theory component of the food and nutrition exams.</p>	<p>HT1 & HT2</p> <p>Revision Exam revision begins in preparation for final written GCSE exam, worth 50% of the final grade.</p>
Assessment and Exams		
<p>As learners are working on actual GCSE non examined assessments, all work is formally assessed and counts towards their final GCSE grade.</p> <p>35% = NEA 2 – Design brief given by the exam board which leads to research and production of a range of practical dishes 65% = Written exam</p> <p>NEA submission – 23rd March 2020 Formal written exam – June/July 2020</p>		

Year 11 Music BTEC		
Term One	Term Two	Term Three
<p>HT1</p> <p>Unit 1 and Unit 2 – Learners complete planning the gig and an audit of skills. They continue to develop their performance Log. They rehearse solo and ensemble performances. Learners to set up their Music Council. They prepare for the Music in Industry Exam in class. They complete short timed papers in exam conditions to develop exam techniques</p>	<p>HT1</p> <p>Unit 2 Band auditions and meeting.</p> <p>Learners decide on final items for show and running order. Learners complete rehearsals and logistics of the gig to be checked by music staff. The Music Council will meet regularly to agree issues.</p>	<p>HT1</p> <p>All units – Collation and completion of all work to submit to Standards Verifier.</p>
<p>HT2</p> <p>Unit 1 and Unit 2 – Learners have roles distributed and complete research of productions. They complete a Music Log showing the improvement of weaknesses and developing techniques to improve as a performer. The groups liaise in order to plan and rehearse their concert.</p>	<p>HT2</p> <p>Unit 2 Evaluation of performances.</p> <p>Learners complete the Evaluation Assignment for their Year 11 gig unit.</p>	
Assessment and Exams		
<p>Each unit is assessed as per the BTEC assessment plan. Log books will be on-going and continually assessed by music staff and instrumental teachers.</p> <p>The more depth and reflection provided in the log book will result in the possibility of higher grades such as Distinction (A) and Distinction Star (A*).</p>		

Year 11 – PE – September 2020

Term One	Term Two	Term Three
<p>HT1 Subject: Sports Psychology Unit Title: Character</p> <p>Learners will experience difficult decision making opportunities, strategic scenarios and problems solving activities that will need teamwork, leadership and skills to overcome. They will understand the notion of sportsmanship and through independent learning tasks will support others during difficult situations. Learners will be more confident when performing in all situations. They will become key players and leaders showing resilience and will not give up on a task or activity.</p> <p>Covid Safe Sports- Cooper Run Fitness Baseline, Singles Badminton, Track Athletics, Fitness</p>	<p>HT1 Subject: Leadership Unit Title: Communication</p> <p>Learners will understand the primary rules, fundamental skills, and tactical problems associated with each sporting category and will become literate in a variety of games, activities and sports and develop an understanding and competency of the skills and tactics associated with playing traditional sports.</p> <p>They will also develop my communication and leadership skills throughout this activity block linking in with the core competency of communication.</p> <p>Covid Safe Sports - Basketball, Handball, Football (drills, skills, 5 a side only)</p>	<p>HT1 Subject: Decision Making Unit Title: Critical Thinking</p> <p>Learners will develop a range of cricket skills in isolation, which also have transferable qualities to other striking and fielding sports such as rounders and softball. All learners will understand the rules and regulations of all track and field events and be able to coach and support one another. Learners will take an active role within lessons to be independent learners to help improve further.</p> <p>Covid Safe Sports- Striking and Fielding, Track and Field Athletics</p>
<p>HT2 Subject: Health and Fitness Unit Title: Citizenship</p> <p>Learners will gain an understanding of different methods of training and how they relate to different sports. Learners will complete a different fitness activity each lesson and be able to link to methods of training. They will be able to plan and deliver fitness activities to a group of students/the full class. Learners will see an improvement in their own physical fitness ability as this cycle of work develops.</p> <p>Covid Safe Sports- Futsal, High jump, Basketball,, Trampolining (drills, skills, 5 a side only)</p>	<p>HT2 Subject: Coaching Unit Title: Collaboration</p> <p>Learners will develop a range of skills required in Volleyball, such as the different shots and understand how and when best to perform them. Learners will be able to apply these shots into a competitive situation, through also recognises the rules and regulations of Sport. Learners will take an active role within lessons to be independent learners to help improve further</p> <p>Covid Safe Sports- Rugby (drills, skills, 5 a side only), Sports Ed ,Volleyball</p>	<p>HT2 Subject: Performance Unit Title: Creativity</p> <p>Learners will take an active role within lessons to be independent learners to help improve further.</p> <p>They will evaluate tactics and strategies and analyse decisions that influence gameplay and will be able to demonstrate my performance and show a range of skills in a competitive situation.</p> <p>Covid Safe Sports- Striking and Fielding, Track and Field Athletics</p>

Assessment and Exams

The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held at the end of each 6 lesson block before the rotation of activities.

Year 11 GCSE PE

Term One	Term Two	Term Three
<p>HT1 Learners will work on the completion of paper two and cover topics including</p> <p>Unit 2 Socio-cultural issues and sports psychology</p> <ol style="list-style-type: none"> 1. Mental preparation 2. Types of guidance 3. Feedback 4. Components of a balanced diet 5. Dietary analysis 6. Effects of diet and hydration including <p>Home learning- Learners will undertake written theory based lessons to prepare for their theory examination and the following units will be covered</p> <ul style="list-style-type: none"> • Physical Factors Affecting Performance. • Socio Cultural Issues and sports psychology <p>Practical- Learners will complete practical lessons in individual Badminton, Track Athletics, Trampolining to establish learner's three strongest sports for assessment adapted due to Covid sports safety policy.</p>	<p>HT1 Learners will undertake written theory based lessons to prepare for their theory mock exam examination. Units covered include</p> <ol style="list-style-type: none"> 1. Physical Factors Affecting Performance. 2. Socio Cultural Issues and sports psychology. <p>A practical filmed mock moderation in the 3 individual sports sports selected will be completed.</p> <p>Log book completion will be needed by the learners to evidence their practical participation in competitive sports will be completed.</p> <p>Learners will be expected to attend all additional after school revision sessions following mock exam results analysis and intervention.</p> <p>Following guidance and confirmation from the exam board the AEP controlled coursework will be completed by learners both in lesson and in timetabled 3 hour blocks to make up the 14 hours for this element</p> <p>Practical-Learners will complete practical lessons in Striking and Fielding to further establish learner's three strongest sports for assessment adapted due to Covid sports safety policy</p>	<p>HT1 Component 3 Revision Written Examination</p> <p>An external filmed practical moderation will be undertaken with learners selected by the exam board- TBC.</p>
<p>HT2 Learners will continue to undertake written theory based lessons to prepare for their theory Examination. Units covered include</p> <ol style="list-style-type: none"> 1. Physical Factors Affecting Performance. 2. Socio Cultural Issues and sports psychology <p>Practical -Learners will complete practical lessons in individual High jump, Trampolining, Table Tennis to establish learner's three strongest sports for assessment adapted due to Covid sports safety policy.</p> <p>An ongoing log will be kept and completed by learners to evidence their practical participation in competitive sports (Final competitive video footage of external sports must be submitted to your teacher)</p>	<p>HT2 Learners will complete their final practical assessment before marks are sent to the external moderator (TBC) in preparation for the practical filmed moderation.</p> <p>Learners will be expected to attend all additional after school revision sessions to embed gaps in understanding.</p> <p>Revision theory sessions will be completed in preparation for paper one and paper two.</p> <p>Learners will complete practical lessons in individual , Track Athletics, Field Athletics to further establish learner's three strongest sports for assessment adapted due to Covid sports safety policy</p>	

Assessment and Exams

AEP controlled coursework, Mock practical moderation
 AEP completion, Sports selection submission
 External sports video evidence submitted to the class teacher if needed- Written Paper 1/ 2 mock Examinations
 Mock practical moderation
 Final external practical moderation
 Log book completion and submission

Year 11 BTEC Sport- 2020 Covid amended

Term One	Term Two	Term Three
<p><u>HT1</u> In this unit learners will understand the principles of personal training and provide evidence for the following criteria. <u>Unit 3 Applying the principles of personal training</u> Assignment 1 Your Body: They will design a personal fitness training programme and they will also complete assignment 2 which looks at the musculoskeletal system and cardiorespiratory system and learn about the effects on the body during fitness training.</p>	<p>HT1 Learners will complete and ramp all coursework elements linked to <u>Unit 3</u> Applying the principles of personal training and ramp and improve their coursework evidence for the following assignments - Assignment 1 Your Body: Assignment 2 : Muscoskeletal Assignment 3 :Implement and review</p>	<p>HT1 <u>Unit 1 Attempt 2 completed</u> Date TBC</p>
<p><u>HT2</u> <u>Unit 3 applying the principles of personal training</u> In this unit learners will complete assignment 3 and Implement and review a self-designed personal fitness training programme to achieve their own goals and objectives They will also complete attempt 1 of the external online exam linked to <u>Unit 1</u> Fitness for sports and exercise, this was not completed in year 10 due to lockdown.</p>	<p>HT2 Learners will complete revision on the following learning aims in preparation for their second and final attempt of the external online exam For <u>Unit 1 Fitness for sports and exercise</u> Learning Aim A – Components of fitness and principles of training syllabus. Learning Aim B – Fitness training methods Learning Aim C – Fitness testing and levels</p>	<p>HT2</p>
Assessment and Exams		
<p><u>Unit 3 applying the principles of personal training</u> Assignment 1 Your Body: Design a personal fitness training programme Hand in Date- 30th Jan 2021 re submission - 12th Feb 2021 Assignment 2:The musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training" Hand in Date- 30th Jan 2021 re submission - 12th Feb 2021 Assignment 3 : Implement and review a self-designed personal fitness training programme to achieve own goals and objectives Hand in Date- 30th Jan 2021 re submission - 12th Feb 2021 End term 2- attempt 1 external Unit 1 Date TBC HT2/3- SV for unit 3 (Covid - Teacher assessed grades for unit 2/6 entered summer 2020) Start of term 3 - attempt 2 external Unit 1 Date TBC</p>		